

NEW PROSPECT ELEMENTARY

126 New Prospect Ch. Rd.
Anderson, South Carolina 29625

GRADES K-5 Elementary School

ENROLLMENT 441 Students

PRINCIPAL Sylvia M. Thomas 864-260-5195

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	49	43	2	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	No
2004	Good	Below Average	No

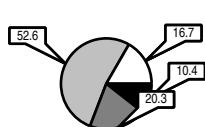
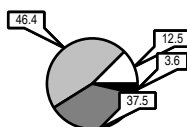
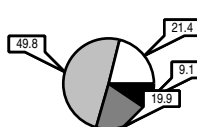
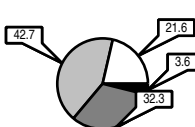
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	213	99.5	12.0	46.6	37.7	3.7	55.5	Yes	Yes
Gender									
Male	113	99.1	17.3	46.9	33.7	2.0	50.0		
Female	100	100.0	6.5	46.2	41.9	5.4	61.3		
Racial/Ethnic Group									
White	117	99.2	7.1	39.3	47.3	6.3	67.9	Yes	Yes
African-American	91	100.0	18.7	56.0	25.3	0.0	40.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	144	100.0	4.4	47.4	43.1	5.1	68.6		
Disabled	69	98.6	31.5	44.4	24.1	0.0	22.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	213	99.5	12.0	46.6	37.7	3.7	55.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	213	99.5	12.0	46.6	37.7	3.7	55.5		
Socio-Economic Status									
Subsidized meals	133	99.3	14.3	52.7	30.4	2.7	45.5	Yes	Yes
Full-pay meals	80	100.0	8.9	38.0	48.1	5.1	69.6		

Mathematics - State Performance Objective = 15.5%									
All Students	213	100.0	16.7	52.6	20.3	10.4	46.9	Yes	Yes
Gender									
Male	113	100.0	21.2	44.4	25.3	9.1	47.5		
Female	100	100.0	11.8	61.3	15.1	11.8	46.2		
Racial/Ethnic Group									
White	117	100.0	7.1	49.6	27.4	15.9	59.3	Yes	Yes
African-American	91	100.0	28.0	58.7	10.7	2.7	30.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	144	100.0	5.8	53.3	27.0	13.9	60.6		
Disabled	69	100.0	43.6	50.9	3.6	1.8	12.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	213	100.0	16.7	52.6	20.3	10.4	46.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	213	100.0	16.7	52.6	20.3	10.4	46.9		
Socio-Economic Status									
Subsidized meals	133	100.0	22.1	56.6	13.3	8.0	37.2	Yes	Yes
Full-pay meals	80	100.0	8.9	46.8	30.4	13.9	60.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	98	100.0	13.5	36.0	42.7	7.9	50.6
	Grade 4	90	98.9	17.7	63.3	19.0	N/A	19.0
	Grade 5	107	99.1	15.7	66.3	16.9	1.1	18.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	98.8	13.3	34.7	44.0	8.0	52.0
	Grade 4	74	100.0	15.7	54.3	28.6	1.4	30.0
	Grade 5	56	100.0	5.8	75.0	19.2	N/A	19.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	98	100.0	10.1	59.6	16.9	13.5	30.3
	Grade 4	90	98.9	6.3	68.4	19.0	6.3	25.3
	Grade 5	107	99.1	4.5	62.9	21.3	11.2	32.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	100.0	19.7	48.7	23.7	7.9	31.6
	Grade 4	74	100.0	17.1	52.9	17.1	12.9	30.0
	Grade 5	56	100.0	15.4	59.6	15.4	9.6	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 441)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	6.0%	Down from 6.3%	2.9%	2.7%
Attendance rate	96.4%	Up from 95.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	17.5%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	13.2%		3.7%	3.5%
Eligible for gifted and talented	13.5%	Down from 20.4%	12.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.4%	Up from 15.9%	9.3%	8.2%
Older than usual for grade	1.6%	Down from 1.8%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Down from 53.5%	48.9%	51.4%
Continuing contract teachers	80.0%	Up from 76.7%	89.2%	87.5%
Highly qualified teachers**	96.8%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	3.3%		0.0%	0.0%
Teachers returning from previous year	81.1%	Down from 89.1%	86.4%	86.7%
Teacher attendance rate	95.7%	Down from 96.8%	94.5%	94.9%
Average teacher salary	\$42,159	Up 1.0%	\$40,459	\$40,760
Prof. development days/teacher	18.0 days	Up from 11.0 days	12.5 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 20.1 to 1	18.9 to 1	18.9 to 1
Prime instructional time	91.6%	No change	89.4%	90.0%
Dollars spent per pupil*	\$6,464	Up 5.3%	\$5,749	\$6,044
Percent of expenditures for teacher salaries*	68.4%	Up from 67.9%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	96.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2003-04 school year, New Prospect Elementary School served 456 students in kindergarten through fifth grade. New Prospect uses a variety of programs and instructional strategies to further the academic success of our students. Our instruction is centered on a SC standards-based curriculum and pacing guide adopted by Anderson District Five. Classroom teachers use HUB science kits during science instruction and a balanced literacy approach in ELA. Our Science Specialist provides teaching support to the classroom teachers as well as hands-on science lab experiences for our students. Along with the regular curriculum, students at New Prospect receive weekly instruction in art, music, PE, library, computer, and guidance. We offer a before-school tutorial program, which addresses the remedial needs of students in grades 3-5. Reading Recovery is available for qualified 1st graders and 2nd grade Reading Recovery maintenance groups are provided as a part of the tutorial morning program. We encourage academic excellence through the use of Accelerated Reader and through the presentation of our own Order of the Scroll Exemplary Writing Awards. Gifted and talented students in grades 3-5 participate in an off-campus program. NPES supports character education through our guidance curriculum and monthly assemblies recognizing both Top Jet and Terrific Kid citizens.

Special Education services are available for identified LD Resource and Speech students. Two EH self-contained classrooms and an associated Clinical Day Program are housed at NPES. A school nurse, 1% guidance counselors, and a site-based mental health counselor address the health and emotional needs of all students.

NPES is very proud of the dedicated parents and faculty members who are active in our SIC and PTO. Their level of dedication has allowed our school to be recognized for excellence in many areas. Three teachers at NPES have achieved National Board Certification. Since 2001, we have had two teachers named District Teachers of the Year. A parent volunteer was recognized in 2003 as a State Volunteer of the Year. Our school has achieved Hall of Fame status in the SC Exemplary Writing Program. We proudly earned Flagship Status as a School of Promise in 2000 and have been renewed through 2006. Through the years, NPES has won several state awards recognizing quality and achievement, including multiple State Incentive Awards and a Silver Palmetto Award for academic achievement in 2002. During the past school year, NPES was named a State Red Carpet Award winner and was recognized by the SC Educational Oversight Committee for exemplary progress toward "closing the gap" between test performance levels of our economically disadvantaged students and our advantaged students. This past spring, our 5th grade Stock Market Club achieved a 2nd place ranking in the South Carolina Stock Market Simulation Competition.

Our challenge for 2004-05 is to continue striving for excellence by identifying and meeting the needs of our student body and community.

Sylvia Thomas, Principal
Denise Chapman, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	42	19
Percent satisfied with learning environment	91.9%	73.2%	94.7%
Percent satisfied with social and physical environment	94.6%	69.0%	94.7%
Percent satisfied with home-school relations	70.3%	81.0%	88.9%

*Only students at the highest elementary school grade level at this school and their parents were included.